DOCUMENT RESUME

ED 166 538 CE 019 965

AUTHOR Nelson, Vaunden
TITLE [MATCHE: Management Approach to Teaching Consumer and Homemaking Education.] Economically Depressed Areas Strand: Management Module III-F-1: Management Skills
INSTITUTION California Polytechnic State Univ., San Luis Obispo. Dept. of Home Economics.; California State Univ., Fresno. Dept. of Home Economics.
SPONS AGENCY California State Dept. of Education, Sacramento. Bureau of Homemaking Education.; Office of Education (DHEW), Washington, D.C.
PUB DATE 78
NOTE 23p.; For related documents see CE 019 896-967 ; Back cover contains small print

EDRS PRICE MF-$0.83 HC-$1.67 Plus Postage.
DESCRIPTORS Answer Keys; *Depressed Areas (Geographic); *Economically Disadvantaged; Educational Objectives; *Family Management; Financial Support; *Home Economics Education; *Performance Based Teacher Education; Performance Tests; Preservice Education; Resource Materials; Skill Development

ABSTRACT

This competency-based preservice home economics teacher education module on management skills is the first in a set of three modules on management in economically depressed areas. (This set is part of a larger set of sixty-seven modules on the Management Approach to Teaching Consumer and Homemaking Education [MATCHE]--see CE 019 901-967.) Following the module objective and overview, two units of instruction are presented: (1) identifying skills (with lessons on management strengths, identifying strengths, and developing management skills) and (2) identifying alternative resources (with lessons on local financial alternative resources and federal, state, and county financial alternatives). Each unit includes the objectives and overviews; unit two has a progress test. Lessons contain narrative summaries and suggested activities and resources. A module pre/posttest (with answer key) concludes the document. (Workshop proceedings relating to the development of these modules are available in the ERIC system as CE 019 896-899; also available is a module on utilizing FHA-HERC as an instructional strategy to expand and strengthen the home economics instructional programs [CE 019 900].) (CT)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED166538

ECONOMICALLY DEPRESSED AREA STRAND:

MANAGEMENT

MODULE III-F-1 MANAGEMENT SKILLS

Module Writer: Vaunden Nelson, M. S.

1978

Project Director
Gwen Cooke, Ph.D.

Assistant Director
Maurine Vander Griend, M. S.

MATCHE PROJECT Funded by:
Bureau of Homemaking Education
Vocational Education
California State Department of Education
Sacramento

CE 019 965

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

MATCHE

Management Approach to Teaching Consumer and Homemaking Education

MATCHE is an individualized, competency-based preservice curriculum designed for home economics education students at the preprofessional, upper division level. MATCHE is a comprehensive curriculum based on selected objectives which give emphases in three areas: 1) consumer approach to homemaking education, 2) teaching home economics in economically depressed areas, and 3) establishing occupational programs related to home economics. The material for each subject matter area of home economics has been organized into these three strands, and includes an FHA-HERO emphasis. These subject matter areas are home economics education core, housing, foods and nutrition, textiles and clothing, human development, and management.

The MATCHE modules were written by subject matter specialists from various colleges and universities offering home economics and therefore each is unique in the approach used for the development of the objectives. The modules allow for differences in level of achievement, rate of learning, and learning goals. They may be used independently, combined into a sequential series, or as a random set of conceptual units. Any instructor using the material can easily adapt the material to a specific group of students, the locale, method of instruction, and available facilities. Learning may be facilitated by offering one module in conjunction with others.

As MATCHE is continuously up-dated by those using the curriculum, some concepts and objectives may be added and others deleted. The purpose is to continually strengthen the program for pre and inservice home economics teachers.

Guidelines for Use and Continuous Development of MATCHE are on file with Home Economics units in each of the fifty state departments of education plus all of the Home Economics Departments in California institutions offering home economics education. This booklet and proceedings from the four MATCHE workshops give background information concerning the purpose and development of the MATCHE project.

For further information contact:

Bureau of Homemaking Education
Vocational Education Unit
California State Department of Education
721 Capitol Mall
Sacramento, California 95814

The project was developed under a contract with the Bureau of Homemaking Education, California State Department of Education under the provisions of PL 90-576 and PL 94-482. However, the opinions expressed herein do not necessarily reflect the position or policy of the Bureau of Homemaking Education or the U. S. Office of Education, and no official endorsement should be inferred.

MATCHE PROJECT

1974-1978

Director - Dr. Gwen Cooke, Chairperson
Department of Home Economics
California State University, Fresno

Assistant Director - Maurine Vander Griend

Fifty-one MATCHE modules were written, using the format and objectives selected by the 1971 task force and advisory committee. Modules were reviewed and content validated by subject matter specialists at statewide workshops.

Module Writers

CORE

Margaret Barkley (2 modules), Arizona State University
Jan Chesemore (1), California State University, Fresno
Katherine Karikka (1), Caliofornia State University, Fresno
Sharman Smith (1), Humboldt State University
Ruby Trow (1), California State Polytechnic University, Pomona

Housing

Patricia Hennings (9), California State University, Fresno

Foods and Nutrition

Jill Armstrong (1), San Francisco State University
Mary Byers (1), Loma Linda University
Joanne Caid (1), California State University, Fresno
Jan Chesemore (2), California State University, Fresno
Elena Kissick (1), California State University, Fresno
Evelyn Mar (1), California State University, Chico
Ratana Newsome (1), California State University, Fresno
Frank Waskey (1), California State University, Chico

Textiles and Clothing

Barbara Christensen (1), San Jose State University
Margaret Gylling (1), San Jose State University
Nina Henry (3), California State University, Northridge

Human Development

John Boogaert (8), California State University, Fresno
Nancy Winston (2), California State University, Fresno

Management

Betty Bailey (1), California State University, Northridge
Katherine Karikka (2), California State University, Fresno
Helen Mau (1), San Francisco State University
Jan Movey (3), California State University, Fresno
Vaunden Nelson (2), San Jose State University
Sharman Smith (1), Humboldt State University

1971-1973

Director - Dr. Ruth James
Department of Home Economics
California State Polytechnic University,
San Luis Obispo

Staff members at Cal Poly served as a task force responsible for the development and selection of instructional objectives, clustering of objectives into related modules, and writing of sixteen modules.

Task Force:

Connie Breazeale
Sarah Burrough
Leslie Labhard
Karen Sue Moerman
Mildred Roskie
Cheryl Stillman
Ellen Stookey

1971-1978

This project was initiated, sponsored, and funded under Public Law 90-576 and Public Law 94-482 by the Bureau of Homemaking Education, California State Department of Education, under the leadership of the following staff:

M. Catherine Welsh, Chief
Nona J. Verloo, Assistant Chief

Staff Members:

Mary P. Conway
Janice L. DeBenedetti
Martha C. Eichorn Martin
Theodora Faiola
Mildred Huber
Pat C. Kamm
I. Marjorie Remy
Dale Rossi
Dorothy W. Stone
Lucille Valinoti
Maurine Vander Griend

TABLE OF CONTENTS

Module Objective . . . . . .Page 1
Module Overview. 1

UNIT 1--IDENTIFYING SKILLS 2
Objective 2
Overview. 2

Lesson 1: Management Strengths of Low-Income Families . . 2
Narrative Summary 2
Suggested Activities. 2
Suggested Resources 3

Lesson 2: Identifying Management Strengths of Local EDA Families. 4
Narrative Summary 4
Suggested Activities. 4
Suggested Resources 5

Lesson 3: Developing Management Skills. 6
Narrative Summary 6
Suggested Activities. 6
Suggested Resources 6

UNIT 2--IDENTIFYING ALTERNATIVE RESOURCES. 7
Objective 7
Overview. 7

Lesson 1: Local Financial Alternative Resources 7
Narrative Summary 7
Suggested Activities. 7
Suggested Resources 8
Progress Check. 8

Lesson 2: Federal, State, County Financial Alternatives . 8
Narrative Summary 8
Suggested Activities. 8
Suggested Resources 9

Unit 2 Progress Test 10

Suggested Resources. 11

MODULE PRE/POSTTEST. 12
Answer Key. 16

MANAGEMENT SKILLS

Module Objective

The MATCHE student will be able to identify and effectively utilize those resources available to a family through the employment of management skills. The student will demonstrate proficiency through the development of a plan for assistance for a real or simulated EDA family or individual situation.

Module Overview

The economically deprived live constantly with a situation wherein their resources and their needs do not balance. Given these limitations of resources, many EDA families manage more efficiently than those with adequate incomes.

The families encountered in an economically depressed area may well be more knowledgeable relative to the management of consumer problems. Their way of living has evolved from the pressures of unemployment, inferior housing, poor nutrition, overpopulation, and consumer fraud. They know the welfare system exists and are frequently dependent upon it.

Many groups which have strong cultural ties live according to customs and traditions. These groups meet their needs in terms of their cultures and values.

This module has been divided into two units to help you determine the types of management skills that EDA families possess and use, and to help you to identify certain alternative resources of which they might be unaware.

Unit 1: Identifying Skills

Unit 2: Identifying Alternative Resources

UNIT 1

IDENTIFYING SKILLS

Objective

Prior to working with an economically depressed area (EDA) family, the MATCHE student will be able to develop at least one valid method for determining the knowledge and skills already possessed by an economically depressed area family in relation to its application of management concepts. The student will indicate how this knowledge of skills already possessed may be utilized in the classroom situation.

Overview

When preparing to assist EDA families in managing their resources to more effectively meet their needs, it is important to start with what it perceives its problems to be. It is also important to avoid value judgements relative to the more casual, impulsive approach often used by the EDA family when obtaining goods and services. You will be able to find examples of successful management techniques that do not comply with the traditional middle-class concept of management.

Lesson 1: Management Strengths of Low-Income Families

Narrative Summary

This lesson will give you the opportunity to learn from EDA families, to identify the knowledge and management skills they possess and use. You will also engage in activities which will prepare you to develop those skills as a part of a program to work with EDA families to better manage their resources.

Suggested Activities

Read at least three of the following books and respond by writing a paper describing the management strengths of the families in the books. The paper should incorporate the following points. (With your instructor's approval, you may substitute other books.)

a. Identify families' values.

b. Were goals established and achieved?

c. What management actions were used to attain the goal?

d. What resources were used to attain the goals?

e. Were resources absent and alternative resources used to achieve the goal?

f. Were there available resources which were not used? Why?

Suggested Resources

Angelo, Maya. I Know Why the Caged Bird Sings. New York: Bantam Books, 1971.

Forbes, Kathryn. Mama's Bank Account. New York: Harcourt, Brace, Javanoich, 1968.

Hammer, Earl, Jr. Spencer's Mountain. New York: Dial Press, Delacorte Press, 1961.

Howell, Joseph T. Hard Living on Clay Street. Garden City, New York: Anchor Press, 1973.

Levenson, Sam. Everything But Money. New York: Pocket Book, 1967.

Lewis, Oscar. Five Families: Mexican Case Studies on the Culture of Poverty. New York: New American Library, 1971.

Lewis, Oscar. Children of Sanchez. New York: Random House, 1961.

Marshall, Catherine. Christy. Old Tappan, New Jersey: Fleming H. Revell, 1968.

McDonald, Betty. The Egg and I. Philadelphia: Lippencott, 1963.

Rainwater, Lee. Workingman's Wife. Dobbs Ferry, New York: Oceana Publications, 1959.

Smith, Betty. Joy in the Morning. New York: Bantam Books, 1963.

There is no Progress Check for this lesson.

Lesson 2: Identifying Management Strengths of Local EDA Families

Narrative Summary

All of the activities in this lesson will aid you in identifying the management strengths of EDA families in your area. After reading and identifying the management skills of families in the novels from Lesson 2, you should be inspired to seek out the skills of families in your own community. By working alone or with other class members, you should have an exciting time visiting business and interviewing people concerning their management skills. Arm yourself with a tape recorder and when people will allow their conversation to be taped, obtain the information necessary to complete the following activities.

Suggested Activities

1. Observe consumer food choices of food stamp recipients. Interview grocery store clerks/ managers about the consumer choices of the food stamp recipients. Record the strengths and weaknesses of their food choices.

2. Visit any of the businesses listed that are located in your area: bakery outlets, factory outlets, thrift shops, Goodwill stores, Salvation Army stores, Purple Heart, Disabled Veterans, etc. Determine the quality of consumer goods available, observe the customers, interview a clerk/ manager concerning the use of their shops by EDA families.

3. Observe consumer choices of EDA families at a flea market and/or swap meet.

4. Interview a Vista worker, Extension specialist, ENEP program director, Head Start Director, priest/minister, visiting nurse or similar person who works with EDA families concerning the management practices of EDA families. If possible, interview EDA families; include some elderly people. Management points in the interviews might include the following:

   - decision maker in the home
   - methods of selecting clothing
   - care, repair, remodeling of clothing
   - home production and preservation of food
   - home furnishings--use of ingenuity instead of money
   - favorite receipe using donated foods
   - sharing of household duties
   - household routines
   - frequency of shopping trips
   - storage of food--kind of cupboards, refrigeration
   - use of flea markets, co-ops, thrift shops

- use of local transportation
- appliances purchased new, used
- buying of staples in quantity by self, with relatives or friends
- use of day-old bakery products, factory outlets
- kinds of meals prepared

5. Drawing from the knowledge gained in Activities 1, 2, 3, and 4 and after perusing selected books from the suggested resources, develop a check sheet to use when evaluating management skills of EDA elderly and families. Include strengths and weaknesses in the use of resources of the family and community.

Suggested Resources

Andreasen, Alan R. The Disadvantaged Consumer. New York: The Free Press, 1975.

Beavers, Irene. "Contributions Home Economists Can Make to Low Income Families," Journal of Home Economics, 57 (February 1965).

Caplovitz, David. The Poor Pay More. Glencoe, New York: Free Press, 1963.

Heltsley, Mary E. "Coping--The Aged in Small Town, U.S.A.," Journal of Home Economics, 68 (September 1976).

Irelan, L.M. (ed). Low Income Life Styles. United States Department of Health, Education and Welfare Administration Publication #14, 1966.

Kunteuther, H. "Why the Poor Pay More for Food," The Journal of Business, 46 (July 1973).

McNeal, James (ed). Dimensions of Consumer Behavior. New York: Appleton, Century, Crofts, 1969.

Peterson, Esther. "Consumer Problems of Low Income Families," Working With Low Income Families, American Home Economics Association, 1965.

President's Committee on Consumer Interest. The Most for Their Money. U.S. Printing Office, 1965.

Rainwater, Lee. Workingman's Wife. New York: Oceana Publications, 1959.

After submitting the evaluation tool from Activity #5 and if no additional research is prescribed by your instructor, you may proceed to Lesson 3.

Lesson 3: Developing Management Skills

Narrative Summary

You have observed that the EDA family has many management skills on which you, the teacher, can build. The suggested activities in this lesson have been designed to assist you in developing those management skills further, as well as giving you the opportunity to return to the areas with helpful ideas.

Suggested Activities

1. Collect economical menus/recipes and develop a teaching unit and/or outline to present to an EDA family. Base recipes/menus on foods available from food cooperatives, flea markets, donated foods, and/or buying practices observed in Lesson 2.

2. Develop teaching plans on recycling furniture/upholstry or creating home furnishings and storage from easy-to-come-by materials, i.e., chairs from a tire, storage from avacado boxes, cereal boxes, baby food jars, etc.

3. Create posters showing how to recycle/construct home furnishings and storage from #2 above. Display posters, with permission, where EDA families might see them.

4. Develop a teaching plan on the division of household work, incorporating supervision techniques and decision making by the family. The teaching plan could be used in Adult Education and/or with high school students.

Suggested Resources

Britton, Virginia. "Stretching the Clothing Dollar," Family Economics Review, (Fall 1975).

Cromwell, Cynthia, and Bernice McGeary. "Economical Meals for a Month," Family Economics Review, (Fall 1975).

Migrants. In Cooperative Extension Work with Low Income Families. Federal Extension Service, USDA, ESC-549, October, 1963.

Puskar, Helen T., and Sanford M. Lembeck. "Take a Tire and Make a Chair," Journal of Home Economics, 65 (January 1973).

When you and your instructor agree that the unit objectives have been achieved, you should be ready to take Module Posttest, questions 1-6. When ready you may proceed to Unit 2.

UNIT 2

IDENTIFYING ALTERNATIVE RESOURCES

Objective

The MATCHE student will assist economically depressed area individuals or families in identifying personal and community resources to solve management problems.

Overview

The competencies which you should have as a teacher of EDA students and their families can best be obtained through relevant field work experiences. With this unit, you will have an opportunity to make use of the community itself in finding alternatives in solving management problems.

Lesson 1: Local Financial Alternative Resources

Narrative Summary

Most communities have many programs organized to save consumers money and provide other services to meet the economic, social, etc., needs of the aged citizen. Many of the programs are federally funded; others are associated with church or civic groups.

In addition to those organizations for the aged consumer, there are agencies organized to benefit all ages and income groups.

To become acquainted with some of the programs in your area, you should perform the suggested activities for this unit.

Suggested Activities

1. Visit a food buying cooperative to ascertain the organization of and use by low-income groups. Investigate kinds of foods available, and compare prices with a neighborhood market, chain store, etc. If you do not know of a co-op, consult National Consumer Directory, 1974, p. 73, for a list of food buying cooperatives in California.

2. Visit a Meals on Wheels, Senior Citizen Center, FISH, church, or similar organization that has meal programs for people over age sixty. Obtain information on costs to the aged as well as the financial organization (i.e., federally funded).

3. Visit a senior citizens center to interview an officer of the organization. Collect information on special financial privileges available for the senior citizen, i.e., travel, medicines, local transportation.

4. Visit a craft center to observe their organization for selling handcrafted items. Observe use by low-income people. Consult National Consumer Directory, pp. 168-69, for the address of the craft center nearest you.

5. Contact one other community agency to determine the services it provides.

Suggested Resources

Local newspaper ads section.

Local telephone directory.

Office of Economic Opportunity. National Consumer Directory, 1974.

Lesson 1: Progress Check

Develop an annotated directory of local co-ops, craft centers, flea markets, bakery outlets, surplus food stores, etc. for distribution to EDA people and/or senior citizens centers. Include maps, public transportation information, routes, and any other necessary "how to" information.

Lesson 2: Federal, State, County Financial Alternatives

Narrative Summary

There are at least ten federal, state, and/or county agencies which are recognized as legitimate sources of financial aid for low-income people. Much footwork will be involved in collecting information about each. The state/federal government printing offices have published pamphlets about some of the programs (see Suggested Resources).

Suggested Activities

1. The State of California Department of Public Social Services administers these programs: Aid to Families with Dependent Children (AFDC), General Relief, Food Stamps Program, and Medi-Cal Program. Contact your local offices to collect the following information about some or all of these programs:

a. Description of services, benefits
b. Program eligibility
c. Cost
d. Program advantages
e. Program disadvantages

2. Visit the Social Security office to obtain the above information concerning Social Security Benefits, Medicare, and Supplemental Security Income.

3. Other programs include California Disability Insurance Program, California Unemployment Program, and Veteran's Benefits. Investigate the programs you judge to be used by low-income individuals.

4. Researchers have found that many EDA families are well aware of health programs but fail to use the programs because they lack the educational skills necessary to fill in the numerous required forms. When you are collecting information about the Medi-Cal Program and Medicare, ask for copies of the forms. Prepare some examples which can be displayed.

5. Organize field trips in which EDA families or individuals are taken to stores or government agencies to learn first-hand how to use these resources.

6. Interview (tape) individuals and families who have applied for these programs. Ask what help would be especially beneficial for them.

Suggested Resources

California Employment Development Department. Disability Insurance Provisions, January 1974.

California Employment Development Department. Job Placement and Unemployment Insurance Program. January 1974.

California Department of Social Welfare. Aid to Families with Dependent Children. Publication No. 35484-700. California Office of State Printing, 1969.

California Department of Social Welfare. Your Civil Rights: Under California Welfare Programs. California Office of State Printing, 1970.

Office of Economic Opportunity. National Consumer Directory, 1974.

Pelcovits, Jeanette and Irene H. Walgamot. "Nutrition Programs for the Elderly: Selecting a Meal Delivery System," Journal of Home Economics, 66 (January 1974).

United States Department of Agriculture, Food Nutrition Services. You and Your Food Stamps. Washington: Government Printing Office, 1970.

United States Department of HEW. Supplemental Security Income for the Aged, Blind and Disabled. Washington: Government Printing Office, 1973.

United States Department of HEW. Highlights of 1972 Medicare Changes. Washington: Government Printing Office, 1972.

United States Department of HEW. Your Social Security. Washington: Government Printing Office, 1973.

United States Veterans Administration. Summary of Benefits for Veterans and Servicemen with Service since January 31, 1955, and their Dependents. Washington: Government Printing Office, 1972.

Your Social Security, January 1976. Social Security Offices.

Your Medicare Handbook, January 1976. Social Security Offices.

UNIT 2 PROGRESS TEST

Develop a chart which shows at a glance the eligibility requirements, funding source, and major advantages and disadvantages of each agency's program.

Plan two or three effective ways to disseminate this information to EDA families and individuals.

When you and your instructor believe you have met the objectives of the module, you may finish the Module Posttest, questions 7-12.

Suggested Resources

Deacon, Ruth E., and Francille M. Firebaugh. Home Management Context and Concepts. Boston: Houghton Mifflin, 1975.

Gross, Irma H.; Elizabeth W. Crandall; and Marjorie M. Knoll. Management for Modern Families. New York: Appleton, Century, Crofts, 1973.

Nickell, Paulena; Ann S. Rice; and Suzanne P. Ticker. Management in Family Living. New York: John Wiley and Sons, 1976.

Oppenheim, Irene. Management of the Modern Home. New York: Macmillan, 1976.

MODULE PRE/POSTTEST

Student_____

Management Skills

Instructor_____

Date_____

Student:	This pre/posttest will assess your knowledge of the information presented in this module. You need study only those units that are prescribed on the basis of pretest results.

1. Give three examples of financial management skills that the EDA families practice successfully.

   a.

   b.

   c.

2. Low-income families value prestige. Give two examples of how prestige is exhibited in EDA family homes.

   a.

   b.

3. Cultural groups are too frequently identified as being EDA families. Society often forgets that there are groups of people, regardless of cultural background, who are also economically deprived. Name any five groups of people, cultural or otherwise, commonly identified as economically deprived.

   a.

   b.

   c.

   d.

   e.

4. Identify four home management practices characteristic of two of the above mentioned groups.

   a.

   b.

   c.

   d.

5. Indicate four reasons why EDA families frequently have problems managing at home (other than money management).

   a.

   b.

   c.

   d.

6. Elderly low-income people have special management problems. Name four of those problems.

   a.

   b.

   c.

   d.

7. Name four organized groups which sponsor meal programs for the senior citizen.

   a.

   b.

   c.

   d.

8. Many organized businesses sell consumer goods at prices less than the regular commercial businesses. Indicate five of those businesses which do so on a continuous basis.

   a.

   b.

   c.

   d.

   e.

9. There are at least ten federal, state, and county agencies which administer financial aid programs for people eligible to receive the benefits. Name six of those agencies.

   a.

   b.

   c.

   d.

   e.

   f.

10. Check true (T) or false (F) the statements concerning the Food Stamp Program:

   a. _____ the cost of stamps is dependent on family size and not income

   b. _____ USDA establishes net income limits for eligibility

   c. _____ once the recipient is accepted into the program they can expect to continue to receive stamp benefits on a monthly basis

   d. _____ stamps are sent through the mails

   e. _____ stamps are purchased at participating banks

   f. _____ only individuals or families receiving public assistance are eligible for food stamps

   g. _____ stamps are easily negotiated and may be stolen

11. Check true (T) or false (F) the statements about Aid to Families with Dependent Children (AFDC):

   a. _____ families must be in county residence at least six months to qualify

   b. _____ families with children aged 16-21, if the children are regularly attending school, are eligible

   c. _____ funded through federal taxes

   d. _____ funded through state taxes

   e. _____ funded through county taxes

12. Check true (T) or false (F) the statements regarding Medi-Cal Programs:

a. _____ the patient can go to any hospital for medical services

b. _____ there is an unlimited supply of medicine

c. _____ there is a limited number of visits to physicians per month

d. _____ dental services are included

e. _____ people receiving public assistance are automatically eligible

f. _____ all medical expenses are paid for all users of the program

ANSWER KEY
MODULE PRE/POSTTEST

Management Skills

Instructor:	Do not reproduce this page in students' booklets. You must retain it for grading and prescriptive purposes. Answers will vary with individuals. A preferred response might be similar to the answer presented.

1. The EDA family has been found to:

   - buy items on sale
   - buy quantity food items with relatives
   - buy staples twice a year, i.e., beans
   - use food stamps
   - buy from known dealers
   - use friends or relatives to negotiate financial deals
   - buy durable items that have been used successfully by friends or relatives

2. living room-sets of furniture
   kitchen appliances
   TV, stereo
   clothing--must be well dressed for social events, church
   large automobiles

3. | | |
   |---|---|
   | Oriental | White |
   | Black | Aged |
   | Indian | Temporarily Unemployed |
   | Chicano | Physically Handicapped |

4. Responses will vary according to the group chosen to be responded to. Some of the responses might include:

   - have strong leaders within the family, frequently the mother
   - families usually self disciplined and culturally oriented
   - negotiate special deals through family or friends
   - often work odd hours to obtain income
   - rarely make economic mistakes

5. Items associated with lack of education:

   - how to use donated foods, care of fabrics, care of home appliances and furnishings
   - lack of good storage of food, clothing, etc.
   - choose clothing for color, beauty, rather than durability
   - men seldom help with household chores
   - boys not trained in sharing household work
   - families are very mobile
   - poor housekeeping practices because of older housing, inadequate tools, lack of skills

6. - no transportation for shopping, medical help
   - lack energy to prepare foods
   - lack energy to clean the living area
   - lack energy to care for self
   - buy from neighborhood stores
   - buy foods that can be carried (results in poor nutrition)
   - frequently at poverty level
   - frequently isolated from family

7. Answer will depend on location; several of these organizations are in most areas: Brown Bag, Meals on Wheels, FISH, Chamber of Commerce, churches, Senior Citizens, Lions Clubs with government grants.

8. food co-ops
   flea markets
   day-old bakery
   factory outlets
   thrift shops
   V.A., Salvation Army
   Goodwill
   Purple Heart
   similar stores

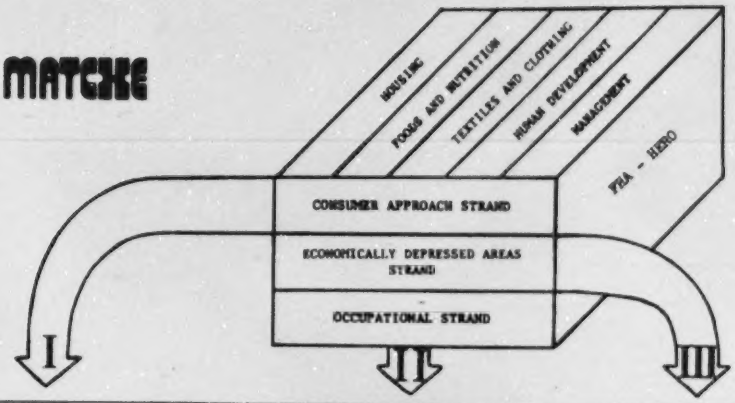
9. Aid to Families with Dependent Children (AFDC)
   General Relief
   Food Stamp Program
   California Disability Insurance Program
   California Unemployment Program
   Medi-Cal Program
   Medicare
   Social Security
   Supplemental Security Income
   Veteran's Benefits

10. T,T,F,F,T,T,F

11. F,T,T,T,T

12. F,F,T,T,T,F

MATRIX



	I	II	III
A.	CORE: CONSUMER APPROACH TO HOMEMAKING EDUCATION 1 Life Styles and the Consumer 2 Community Consumer Resources 3 Consumer Rights and Responsibilities 4 Incorporating the Consumer Approach in Homemaking Classes	CORE: ESTABLISHING OCCUPATIONAL PROGRAMS 1 Analyzing Job Market Opportunities 2 Developing Occupational Programs 3 Implementing Occupational Programs 4 Evaluating Occupational Programs	CORE: TEACHING HOME ECONOMICS IN ECONOMICALLY DEPRESSED AREAS 1 Characteristics of Economically Depressed Areas 2 Life Style Characteristics of Economically Depressed Areas 3 Community Resources for Economically Depressed Areas 4 Developing and Implementing Programs for Economically Depressed Areas
	AREA (Module) PACKAGES	AREA (Module) PACKAGES	AREA (Module) PACKAGES
B.	HOUSING 1 Consumer Use of the Community 2 Procedures for Selecting a Community 3 Procedures for Selecting Housing 4 Shopping for a Home Loan 5 Procedures for Selecting Furnishings 6 Maintenance Procedures for Surfaces, Furniture, and Appliances	HOUSING 1 Occupational Opportunities Related to Housing and Interiors 2 Required Skills for Retail Sales of Furnishings and Related Household Items	HOUSING 1 Low Income Housing 2 Government Housing Programs 3 Low Income Furnishings
C.	FOODS AND NUTRITION 1 Technological, Sociological, Ecological, and Environmental Factors Related to Food 2 Regulatory Agencies Responsible for Wholesomeness and Quality of Foods 3 Consumer Aspects in Planning Meals 4 Cultural Food Patterns 5 Influences on Food Prices	FOODS AND NUTRITION 1 Occupational Opportunities Related Foods and Nutrition 2 Operations and Activities of a Food Service Operation 3 Managing a Food Service Operation	FOODS AND NUTRITION 1 Food Availability in Economically Depressed Areas 2 Low Income Food Patterns 3 Meal Management on a Low Income
D.	TEXTILES AND CLOTHING 1 Consumer Approach to Textiles and Clothing 2 Sociological, Psychological, and Economic Factors Affecting Clothing Selection 3 Clothing Needs of Individuals 4 Applications and Implications of New Technology in Textiles and Clothing	TEXTILES AND CLOTHING 1 Occupational Opportunities Related Textiles and Clothing 2 Assembly Line Garment Construction 3 Merchandising Textiles and Ready-To-Wear	TEXTILES AND CLOTHING 1 Clothing the Individual and Family 2 Utilizing Resources for Clothing and Textiles
E.	HUMAN DEVELOPMENT 1 Societal Changes Affecting the Family 2 The Relationship Between Spending Patterns and Interpersonal Relationships 3 Financial Pressures in Various Life Styles and Cycles 4 Individuals and Families in Crisis 5 Consumper Aspects of Parenthood	HUMAN DEVELOPMENT 1 Occupational Opportunities Related to Human Development 2 Children's Center Aide 3 Developing Programs for Preschool Children 4 Convalescent Home Aide	HUMAN DEVELOPMENT 1 Characteristics of Economically Depressed Area Families 2 The Child and the Economically Depressed Area Family 3 Resources for the Economically Depressed Area Family
F.	MANAGEMENT 1 Relationship Between National and Consumer Economics 2 Consumer Legislative Issues 3 Environmental Issues and the Consumer 4 Financial Management 5 Family and Individual Credit Management 6 Management View of the Multiple Role 7 The Metric System	MANAGEMENT 1 Occupational Opportunities Related to Home Management and Supporting Services 2 Occupational Preparation for Jobs Utilizing Housekeeping Skills	MANAGEMENT 1 Management Skills 2 Money Management 3 Marketing Practices in Relation to Low Income Clientele